

Houghton Mifflin Pupil Edition

Houghton Mifflin Company

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Edition - first

Grade Level	Fifth Grade
Readability Level	5.85 Harris-Jacobsen readability
Course / Content	Language Arts Writing
List Price:	65.32
Wholesale Price	48.990000000000002

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Houghton Mifflin English π2006 is a complete grammar and writing program for grades K-6. The program teaches students the processes, strategies, and skills they need to listen, speak, and write for clear and effective communication. Grammar, Usage, and Mechanics units include all parts of speech appropriate to each grade level.

Grammar lessons consistently open with a One-Minute Warm-Up exercise, and they feature direct instruction supported by charts and graphic aids whenever possible. Try It Out guided practice exercises are also available on CD. On Your Own independent practice contains traditional numbered exercises and, more importantly, provides Proofreading practice in the paragraph format frequently found on standardized tests. Each grammar lesson concludes with a quick Writing Wrap-Up activity. Revising Strategies and Sentence Fluency lessons appear throughout each grammar unit. Enrichment lessons, Check-Up, Test Practice, and Extra Practice pages complete each unit.

Each Writing Unit introduces published models and student models for students to read and respond to as writers. Student rubrics and graphic organizers are integral to the 5-step writing process. Individual composition skills, such as plot, setting, elaborating reasons, topic sentences, openings and closings are integrated with process steps. Based on recent research on effective writing, all 6 + 1 Traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) are taught in the writing units. Communication Links teach related listening, speaking, and viewing skills to close each writing unit.

Houghton Mifflin English π2006 truly integrates the language arts. Practice in grammar units always includes revising and proofreading. Writing units always include grammar and spelling connections. Each grade level book concludes with a comprehensive Student Handbook with a Guide to Capitalization and Punctuation, Building Vocabulary, Spelling Guide, Research and Study Strategies, Thesaurus Plus, and Glossary of Language Arts Terms.

Student Experiences With each writing unit, students read and discuss models for each type of writing (also on CD), create graphic organizers, draft original essays ranging from personal narratives to persuasion, and revise and proofread drafts to complete a portfolio piece of writing. Students also practice grammar and usage with paragraph-length proofreading activities and interactive Web-based activities at Education Place: www.eduplace.com. Communication activities include panel discussions, conducting a debate, and distinguishing fact and opinion.

Assessment Houghton Mifflin English provides end-of-unit Grammar and Writing Assessments on blackline masters, and customized unit tests are available electronically with the Test Generator CD-ROM. Writing assessments in the Student Book feature scoring rubrics for each type of writing, and unit

review test practice is highlighted on at the end of each unit. Additional scoring rubrics, benchmark papers, and analytic scoring guides are in the specialized Support for Writing Tests Booklet (4-point rubric version).

Organization

Kindergarten teacher-led instruction is delivered through the Teacher's Edition, Poster Book pages, BLM activities, Literature, and CDs. In Grades 1 and 2, the Student Book has alternating writing and grammar units. Grade 1 is a consumable book. Grade 2 is published in content-compatible consumable and non-consumable versions.

Student Books for Grades 3-6 are non-consumable and are organized as handbooks. Each grade level opens with a Getting Started unit highlighting all steps in the writing process. Part 1, color-coded blue, contains Grammar, Usage and Mechanics units. End-of-unit assessment includes mixed review and cumulative tests. Units in Part 2, color-coded green, teach writing, listening, speaking, and viewing skills. End-of-unit writing assessment, reflecting instruction within each unit, provides writing prompts with step-by-step plans to write an essay. Special Focus writing activities include forms of writing from letters and applications to poetry. Communication Links, such as viewing media, participating in panel discussions, and recognizing propaganda techniques, incorporate listening, speaking, and viewing skills. Part 3 Tools and Tips is the final handbook section, color-coded red.

The Teacher's Edition, Overhead Transparencies and Blacklines, Students Acquiring English Blacklines, CDs, and Teacher's Resource Book help teachers successfully instruct all students. Workbook Plus, Reteaching Workbook, Leveled Practice CD, and activities at www.eduplace.com supply students with meaningful practice exercises for every unit. Writing and Grammar Tests, Support for Writing Tests, and the Test Generator CD accommodate teachers' testing preferences.

Resource Materials

Please see gratis items.

Gratis Items to be provided and under what conditions

Upon the purchase of the Poster Book and Trade Books for Kindergarten and a classroom set of HOUGHTON MIFFLIN ENGLISH Pupil Editions for Grades 1-6 Houghton Mifflin will provide the following materials at no charge for the first year of the adoption, upon

Available Ancillary Materials

Activity Masters, Kindergarten \$ 99.00
Power Proofreading (15-CD Multipack), – 2001 Grades 3-6 \$ 156.00
Test Generator, Grades 1-6 – 2001 \$ 99.00

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available

YES - provide information below

Houghton Mifflin Company has been committed to developing programs based on scientific research since well before No Child Left Behind. In order to ensure that all of our programs reflect the most current research available, the company relies on the collective knowledge and expertise of noted scholars and educators as well as numerous research studies from various sources. In addition to the authoritative academic research that forms the base of our programs, the company has conducted primary research in order to document the effectiveness of each program. Two case studies (summarized below) have shown Houghton Mifflin English to be effective in improving student achievement.

Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English examines student performance on the TCAP writing assessment over a five-year period (from 1997 to 2002) for fourth- and seventh-grade students in eight Tennessee districts using Houghton Mifflin English. Findings show that after implementing the Houghton Mifflin program in the 1997-1998 school year and in the years following implementation, the eight districts saw considerable gains

in student test performance that helped close the achievement gap between their students and students statewide.

The analysis of Houston Independent School District's student performance on the TAAS writing assessment after one year of using Houghton Mifflin English looks at the change in student performance on the TAAS writing assessment after the implementation of the Houghton Mifflin program compared to the change in performance statewide for the same time period (2001 to 2002). Results show that after using Houghton Mifflin English for one year, HISD schools saw an increase in the number of students passing the writing portion of the TAAS at the tested grade levels 4 and 8. The study also found that gains among selected HISD schools with disproportionate minority and economically disadvantaged enrollments were greater than those experienced by either the district or the state overall.

Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English

Following the implementation of Houghton Mifflin English in the 1997-1998 school year, gains in the percent of fourth grade students performing at or above the competent level on the TCAP Writing Assessment, Tennessee's state assessment, ranged from 11 to 32 points, with three districts exceeding and two districts approaching the state's gain of 18 points.

¶ The number of the districts having 50% or more of their fourth graders scoring competent or better on the TCAP Writing Assessment went from none in 1997, the year prior to the implementation of Houghton Mifflin English, to all by 1999, two years after the implementation of the Houghton Mifflin program.

¶ The number of these districts having 70% or more of their seventh graders scoring competent or better on the TCAP Writing Assessment went from one in 1998, one year after the implementation of Houghton Mifflin English, to seven by 2002, four years later.

¶ When cohorts of students using Houghton Mifflin English are tracked longitudinally from grade 4 (1998) to grade 7 (2001), the gains in the percent performing at or above the competent level range from 10 to 61, with four districts seeing gains greater than the state's gain of 25 points.

Houston Independent School District's Student Performance on the TAAS Writing Assessment after One Year of Using Houghton Mifflin English

Following the implementation of the Houghton Mifflin English program in the 2001-2002 school year, student performance on the writing portion of the TAAS, Texas's state assessment, increased.

¶ Gains in the percent passing the TAAS writing test at grade 4 in selected HISD schools with disproportionate at-risk populations ranged 19 to 37 points compared to the state's and district's gains of 1 point.

¶ Gains in the percent passing the TAAS writing test at grade 8 in selected HISD schools with disproportionate at-risk populations ranged 10 to 17 points compared to the district's 3 point gain and the state's 1 point loss.

In addition, 19 teacher reviewers in 17 states evaluated prepublication pages for grade level appropriate content.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State

Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: [superb referencing for student to access for content reading and cross curricular links](#)

Summary Form

I.	Technology Component Summary	
II.	Reading Content Summary inviting and appealing for learner	1.3800000000000001
III.	Writing Content Summary	
IV.	Grammar and Spelling Content Summary	
V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary	
VIII.	Audience: Teacher Materials Content Summary	
IX.	Audience : Student Materials Content Summary multicultural, adaptability for a wide range of learners	1.50
X.	Format Content Summary real world connections	1.71
XI.	Ancillary Materials Content Summary	

READING CONTENT

WRITING CONTENT

GRAMMAR AND SPELLING

LISTENING / SPEAKING / OBSERVING

INQUIRY

TECHNOLOGY CONTENT

AUDIENCE: TEACHER MATERIALS

AUDIENCE: STUDENT MATERIALS

FORMAT

ANCILLARY MATERIALS